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ABSTRACT

Ways in which a library or resource center can aid students in developing desired attitudes in environmental concerns are briefly described in this paper. The first part of the document, centering on the role of the library in environmental education, offers suggestions and ideas for designing a pleasing environment. Emphasis is placed on creating a special section where environmental materials are housed within the library so that teachers and students are motivated and will feel comfortable in using the library extensively. The second and major portion of the document is comprised of an appendix listing holdings in the Environmental Materials Center at Cascade Junior High School, Sedro Woolley, Washington. This part of the document contains a bibliography of nearly 300 books, magazines, audiovisual materials, and related aids. The document offers not only guidelines for the library setting, but also suggestions for typical environmental education library holdings for other schools and for teachers desiring to create such a center. (Author/JH)

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THE ROLE OF THE LIBRARY IN ENVIRONMENTAL EDUCATION

Howard Armstrong

Sedro-Woolley Project Report No. 4
October 1971
U.S.O.E. Project No. 0-0848
Grant No. OEG-0-70-5039

Huxley College of Environmental Studies
A Division of Western Washington State College
Bellingham, Washington 98225

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The research reported herein was performed pursuant to a grant with the U.S. Office of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

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TO THE TEACHER:

Presented here are ideas for multidisciplinary environmental education. The objectives of the ideas and methods suggested are clearly stated. The overall objective is to provide you, the teacher, with an aid in the development of your approach to teaching for and about the environment. These are not learning packages designed to be applied verbatim, but suggestions for ideas and methods that will enable you to develop learning packages. The contents of this report represent only the first treatment of the idea. It is published in this form in order that teachers may have an opportunity to experiment with it.

You will have to design your personal approach to environmental education. You are an environmental educator now, whether you realize it or not, because the environment is all around you and you are teaching about the environment that surrounds both you and your students. The state of the environment indicates that there is something wrong with the way in which you have learned to perceive and behave relative to the environment, and with the way you are teaching others to learn and behave in their environment today.

The ideas presented here are examples of ways in which you can incorporate environmentally beneficial learnings into your curriculum. The intent is not that you "add on" something specifically environmental to your curriculum, but that you incorporate environmental learnings into your treatments of the subject matter with which you have already been dealing. The specific manner in which you treat your responsibility to

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educate for environmental stewardship is up to you. It is hoped that these and many other ideas will help you in your effort to understand the meaning of "environmental education" and its implications for you as a teacher and as a human organism.

The environmental education development project of which this report is a part is an ongoing one, and it is hoped that all who attempt to use the report will participate in the project by reporting the results of their efforts to the project staff. The staff will compile the ideas and methods collected. This will enable all working on the development of environmental education to share each other's work and will promote the spirit of cooperation essential to the success of any project as broad as this one.

Please report the methods and results derived from your use of this report to:

John Miles, Director
Environmental Education Project
Huxley College of Environmental
Studies
Bellingham, Washington 98225

Thank you.

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THE ROLE OF THE LIBRARY IN ENVIRONMENTAL EDUCATION

So you are interested in environmental education--that is to say you are interested in having the students in your school develop attitudes that are ecologically sound. In what ways will your library or resource center aid you and your students as you work to develop the desired attitudes?

This paper will detail three ways the library can aid not only the process of environmental education, but can actually become the center or focal point of the whole program.

First, the library can house an Environmental Materials Center (EMC), a special section where such environmental materials as books and magazines dealing with ecology, natural history, quality of the environment, values, perception, and related areas are kept. (See Appendix for a list of materials in the EMC at Cascade Junior High School, Sedro-Woolley, Washington.)

Although I realize many librarians would object to this special section which contains works of fiction as well as a wide range of non-fiction, it is a great aid to students and teachers working on environmental problems. I have no foolproof method of determining which books should be marked for EMC; many books on the regular library shelves could qualify for inclusion in such a section. Someone wanting to check all books on a given subject must still consult the card catalog (EMC books are marked EMC above the call number on the card catalog entry), but someone wanting to find a book on air pollution, interdependence, or butterflies knows where he can locate one quickly. If he is particularly interested in

environmental books and is looking for one that would hold his interest, he need not wander aimlessly around the library but can go directly to the area where most such books are concentrated.*

The modern library houses many kinds of information, audio-visual as well as printed; you will never reach a large segment of your students if you rely entirely on printed matter. We have come to feel that visual materials are especially effective tools for teaching environmental values. "One picture is worth a thousand words" may be an exaggerated generalization, but it never comes closer to being true than when a student can contrast a beautiful natural area with a congested or polluted one. A book, being more abstract, may not have as profound an effect, especially for students not enamored with reading.

Our library once had an office and a workroom; we now have an A-V viewing room, set up to accommodate two slide projectors and two single concept filmloop projectors at one time. The slides and filmloops are projected on back projection screens. The back projection screen shows at right angles to the projector. The image is received from the open side and reflected through the screen in front. The students sit facing the front of the screen. The projector need be only three feet from the screen and can sit on the same table with it.

Our materials for viewing are of two sorts: we have a large number of commercially prepared single concept filmloops, and a number of materials produced locally by Lee Mann, a professional photographer who until this year

*Of exceptional value to an EMC are books of the Sierra Club Exhibit Format Series. These books are large, expensive, and beautifully produced, with photographs by some of the nation's finest outdoor photographers. They are a great hit with students, who enjoy sitting down and poring through the continuous stream of beauty depicted there, before school, at noon, or whenever they have the spare time.

was also librarian of Cascade Junior High. While librarian he conceived the idea of producing A-V materials on the local environment. A Title II grant provided funds, and as a result we now have 37 filmloops and 50 slide-tape programs on topics ranging from local industries to the crater on Mount Baker. Most of the materials deal with areas where students will be taken on field trips, and are used as a preparation for or a follow-up to field trips. The slide-tape programs consist of a number of slides in a roto-tray accompanied by a cassette tape that comments on each slide and tells a student when to advance to the next slide.

The library is more, however, than an environmental materials center and a viewing room; it is itself an environment. It can be a wild, loud environment where horseplay and other methods of killing time seem natural; it can be a stark, cold, authoritarian environment of tomb-like quiet, a place to be avoided; or it can be a warm, pleasant environment alive with the hum of industry and conducive to reading, studying, and thinking. It is inconceivable that esthetic awareness and humanitarian values could develop in the confusion of the first or in the stifling, inhumane environment of the second.

We must cease to think of students as products rolling off the assembly line called education, cease to suppress their individuality and unique creative flair, and begin to draw these positive qualities to the surface if the next generation is to appreciate what beauty is left in the world, for they must appreciate if they are to save. A good school is a humane school; a good environment is a pleasant environment. Only in such an environment can environmental education thrive.

You may be asking what this has to do with the role of the library

in environmental education. I maintain that it has a great deal to do with it, because traditionally the library has been the starkest, least inviting place in the whole school, with its rows of drab books protected by a harried, ill-tempered librarian who spends most of her time keeping the room quiet. Although this is admittedly an extreme example, it is not an unrealistic description of many libraries, and it is used to show the gulf between the traditional kind of library environment and the kind of environment I am advocating. Place your library against this kind of scale and see how it measures up.

I do not maintain that I have all the answers or that our library has the ideal environment; but I have a vision, and we moved one step closer to making it a reality in Summer 1971 when we enlarged and remodeled the small, overcrowded facility we had been using. I would like to share with you some of the thinking and dreaming that has gone into the plans that have now come to life, not because we have "seen the light," but becuase you may be able to use our ideas as a springboard from which to go much nearer the sun than we have.

When we began planning the remodeling of the library, there were diverse ideas among the faculty. Some wanted a highly structured area divided into separate, classroom-size rooms where teachers could bring their classes to do library research assignments. Others wanted it to be open to any students at any time. Still others wanted an honor pass system, with everyone having the freedom to go to the library (or wherever they wanted) until the privilege was abused. Ideas on the atmosphere ranged from complete silence to no restraints.

We began by discussing objectives and educational philosophy. What values, knowledge, and skills did we want the student to have and how could

the library best provide for these learnings?

After much debate we concluded that more important than specific information learned was the ability to locate needed information and the development of a positive attitude toward the library. We wanted students to think of the library as a place to find various kinds of information as well as a place to find a book to read. We wanted them to use the library whenever they have time (and to use it throughout their lives), not just when they have a library assignment.

This decided, we needed to determine how these values could best be realized. How could we develop this kind of attitude toward the library? Obviously, our success would depend to a large extent on the environment or atmosphere created in the library, but it would also depend to some extent on the atmosphere in the rest of the school. (That is where I believe we might fail; the library environment will pass the test, but will the total school environment? Will the staff be able to compensate for the overcrowded lockers and halls and make the school a pleasant place to be? It may not be possible under any circumstances, but certainly not without total commitment. We can only hope that the reverse influence will dominate--that the library environment will affect attitudes toward the rest of the school. This environment will be, as mentioned earlier, a warm pleasant one, not loud and wild nor silent and cold. It will be full of the sounds of happy people enjoying themselves at work.)

We were not aware of all the variables that would make the desired attitude possible, but we felt that these points are important:

1. Noise need not be eliminated, but must be kept down without a great deal of repression. The students must not feel that the library is a place where someone is waiting for them to

open their mouths only to squelch and reprimand them. Therefore we tried to design the physical facilities to eliminate much of the noise. We specified five conference rooms holding from four to twelve students each, so those who need to talk and work together will not disturb others. Carpeted floors and acoustical tiled ceiling absorb most of the noise that does occur. Stacks of books and other partial screening not only absorb sound but also give a feeling of smaller, cosier rooms. Carrels replacing tables help individuals who are doing independent study.

Another important factor in lessening noise and distractions is the location of stacks and checkout stand in relation to doorways and seating areas. The furniture was planned to be arranged so as to minimize the need to pass by other readers while one is looking for a book, checking out a book, or returning a book.

2. The facilities should be pleasant and comfortable. Our library would now have a leisure reading area with comfortable chairs near current periodicals, paperback books, and the Environmental Materials Center. Attractive furnishings, including art work and plants, aid in this regard.

3. The library should not be used as a place to babysit students while teachers take a break (a much-needed break admittedly, but hardly worth casting the library in the role of dungeon and the librarian in the role of prison guard). Our library should be accessible to students at any time they have a need to locate

information or materials. Students should have access not only to books, periodicals, and other printed matter, but also to filmstrips, slides, tapes, filmloops, pictures, transparencies, and 16 mm film as well.

4. None of the other factors will do much good, however, without a friendly, helpful librarian.

If you are fortunate enough to be building a new library or remodeling an old one, you have a perfect chance to create and design the kind of environment where positive values will flourish. If you are not in this fortunate situation there are still some things you can do. Start expanding your program and offerings within your present structure; create an EMC and a viewing area even if it has to be along one side of the library. If your teachers and students use it and like it and it makes the room even more crowded you have enlisted numerous voices to sing the need for a new or enlarged library. (It didn't seem likely we would ever get ours enlarged either when we started agitating some five years ago; the school was then only ten years old.)

Environmental education, to be effective, must be an interdisciplinary, pre-K to post-12 program. The library cannot do the job by itself, but the library can be the hub from which the whole wheel turns, and it can be the catalyst that gets teachers and students alike turned on to the environment.

APPENDIX

Listing of journals, books, filmloops, and slide/tape shows in the Environmental Materials Center, Cascade Junior High School library, Seattle-Woolley, Washington.

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HOLDINGS, ENVIRONMENTAL MATERIALS CENTER, CASCADE JUNIOR HIGH SCHOOL

The following list represents a majority of the holdings of our Environmental Materials Center: magazines (I would recommend the first four as a minimum for other junior high EMCs); books, 16 mm films; commercially produced filmloops; filmloops locally produced by Lee Mann; and slide-tape programs, also by Lee Mann. The books listed do not constitute our entire EMC collection, but they are representative. I have left out many from the list because they are not particularly valuable, not at appropriate reading levels for junior high students, not pertinent to our part of the country, or because we have many books on similar subjects.

MAGAZINES

Environment

National Audubon

National Wildlife

Natural History

American Forest

Canadian Geographical Journal

Defenders of Wildlife News

Living Wilderness

National Parks and Conservation

Outdoor World

Ranger Rick's Nature Magazine

World Wildlife

BOOKS*

Tomorrow's Wilderness. F. Leydet, Sierra Club, San Francisco. $5.75.

*Book prices cited are for publishers' library bindings, where available.

*The Place No One Knew, Eliot Porter. Sierra Club, San Francisco. $25.00.

*In Wildness Is the Preservation of the World, Eliot Porter. Sierra Club, San Francisco. $25.00.

*Wilderness: America's Living Heritage, D. R. Brower, Ed. Sierra Club, San Francisco. $5.75.

*The Meaning of Wilderness to Science, D. Beard, et al. (D. R. Brower, Ed.). Sierra Club, San Francisco. $5.75.

*The Eloquent Light, A. Adams. Sierra Club, San Francisco. $20.00.

*These We Inherit, A. Adams. Sierra Club, San Francisco. $15.00.

North Cascades, T. Miller and H. Manning. Sierra Club, San Francisco. $7.50.

*This Is the American Earth, A. Adams and N. Newhall. Sierra Club, San Francisco. $15.00.

*Words of the Earth, Cedric Wright. Sierra Club, San Francisco. $15.00.

Wild Cascades: Forgotten Parkland. H. Manning. Ballantine Books, New York. $3.95 (paper).

*Death Valley, A. Adams and N. Newhall. Sierra Club, San Francisco. $25.00.

*Gentle Wilderness: The Sierra Nevada, R. Kaufmann. Sierra Club, San Francisco. $25.00.

Glacier Bay: The Land and The Silence, D. Bohn. Sierra Club, San Francisco. $25.00.

*Island in Time: The Point Reyes Peninsula, H. Gilliam. Sierra Club, San Francisco. $25.00.

*Navajo Wildlands: As Long As the Rivers Shall Run, S. Jett. Sierra Club, San Francisco. $25.00.

*Not Man Apart: Photographs of the Big Sur Coast, R. Jeffers. Sierra Club, San Francisco. $25.00.

*Time and the River Flowing: The Grand Canyon, F. Leydet. Sierra Club, San Francisco. $25.00.

Yosemite Valley, A. Adams and N. Newhall. Sierra Club, San Francisco. 7.95.

*The Last Redwoods, F. Leydet. Sierra Club, San Francisco. $25.00.

Wild Heritage, S. Carrighar. Houghton Mifflin Co., Boston. $5.95.

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*Sierra Club publications in the Exhibit Format Series.

Wild Animals I Have Known, E. T. Seton. Random House, New York. $2.89.

Raccoons Are the Brightest People, North. E. P. Dutton Co., New York. $3.95.

A Conservation Saga, E. F. Swift, National Wildlife Federation, Washington, D.C. $5.00.

Roscal, M. Roberts. Vantage Press, New York. $2.50.

Silent Spring, Rachel Carson. Houghton Mifflin Co., New York. $5.95.

On the Loose, R. and T. Russell, Ballantine Books, New York. $3.95.

Kauai and the Park Country of Hawaii, R. Wenkam. Sierra Club, San Francisco. $25.00.

Surtsey: The New Island in the North Atlantic, S. Thorarinsson. Viking Press, New York. $6.00.

The Gift of the Deer, H. Hoover. Alfred A. Knopf, Inc., New York. $4.95.

Grizzly Country, A. Russell. Alfred A. Knopf, Inc., New York. $6.95.

Picture Encyclopedia of the Animal Kingdom, Stanek. Crown Publishers, New York. $12.00.

Wapiti Wilderness, M. E. and O. Murie. Alfred A. Knopf, Inc., New York. $5.95.

Our Natural World, H. Borland, Ed. Lippincott, New York. $10.00.

Exploring Nature with Your Child, D. E. Shuttlesworth. Hawthorn Books, New York. $5.95.

All About Snakes, B. M. Hecht. Random House, New York. $2.95.

The Mighty Bears, R. M. McClung. Random House, New York. $2.59.

All Kinds of Seals, B. Kohn. Random House, New York. $2.59.

All About the Ice Age, P. Lauber. Random House, New York. $2.95.

All Kinds of Bees, D. Shuttlesworth. Random House, New York. $2.59.

The Friendly Dolphins, P. Lauber. Random House, New York. $2.59.

Birds of Prey of the World, Grossmann. Crown Publishers, New York. $25.00.

The New Handbook of Attracting Birds, T. P. McElroy. Alfred A. Knopf, Inc., New York. $4.95.

Sierra Club publication in the Exhibit Format Series.

The Pictorial Encyclopedia of Birds, Hanzak. Crown Publishers, New York. $10.00.

Free For the Eating, B. Angier. Stackpole Books, Harrisburg, Pennsylvania. $4.95.

Vanishing Animals: Preserving Nature's Rarities, P. Street. E. P. Dutton and Co., New York. $5.95.

A Field Guide to the Mammals, W. H. Burt and R. P. Grossenheider. Houghton Mifflin, Boston. $5.95.

A Field Guide to Animal Tracks, O. Murie. Houghton Mifflin, Boston. $5.95.

A Field Guide to the Western Reptiles and Amphibians, R. C. Stebbins. Houghton Mifflin, Boston. $5.95.

A Field Guide to Rocks and Minerals, P. H. Pough. Houghton Mifflin, Boston. $4.95.

Untamed Olympics: The Story of a Peninsula, R. E. Hult. Binfords and Mort, Portland, Oregon. $4.50.

Scenic Geology of the Pacific Northwest, L. C. Ekman. Binfords and Mort, Portland, Oregon. $4.95.

Mountaineering: Freedom of the Hills. Mountaineers, Seattle. $5.00.

Snow Avalanches. U. S. Forest Service, Washington, D. C. $.75.

Routes and Rocks, Tuber and Cridden. Mountaineers, Seattle. $4.50.

One Hundred Hikes in Western Washington. Mountaineers, Seattle. $4.50.

Trips and Trails. Mountaineers, Seattle. $4.45.

Lakes of Washington (two volumes), Washington Department of Conservation, Division of Water Resources. $5.50.

Trees, Shrubs, and Flowers to Know in Washington, Lyons. J. M. Dent and Sons, Vancouver, B.C. $3.50.

Wildflowers of the Pacific Coast, L. L. Haskin. Binfords and Mort, Portland, Oregon. $5.95.

One Hundred and One Wildflowers of Rainier National Park. University of Washington Press, Seattle. $1.00.

One Hundred and One Wildflowers of Olympic National Park, Sharpe. University of Washington Press, Seattle. $1.00.

Field Guide to Birds of Washington State, Larrison. Seattle Audubon Society. $2.50.

Field Guide to Western Birds, R. T. Peterson, Houghton Mifflin Co., Boston. $4.95.

Trees of Mount Rainier National Park, C. F. Brockman. University of Washington Press, Seattle. $1.00 (paper).

The Web of Life, Storer. Devin-Adair, Inc., New York. $4.50.

The Quiet Crisis, Stuart Udall. Holt, Rinehart, and Winston, New York. $5.00.

Nature in Miniature, R. Headstrom. Alfred A. Knopf, Inc., New York. $10.00.

Pocket Guide to Animal Tracks, Stackpole Books, eds. Stackpole Books, Harrisburg, Pennsylvania. $2.95.

Olympic Rain Forest, R. Kirk. University of Washington Press, Seattle. $6.95.

Savory Wild Mushroom, M. McKenny. University of Washington Press, Seattle. $5.95.

A Sand County Almanac with Other Essays on Conservation from Round River, Aldo Leopold. Oxford University Press, New York. $6.50.

Story of My Boyhood and Youth, J. Muir. University of Wisconsin Press, Madison. $1.95 (paper).

Wildlife in America, P. Matthieson. Viking Press, New York. $6.00.

Wild Animals of North America, National Geographic Society, eds. National Geographic Society, Washington, D.C. $7.75.

Water, Prey, and Game Birds of North America, and Song and Garden Birds of North America, A. Wetmore, et al. National Geographic Society, Washington, D.C. $20.95 (with records).

Complete Book of Nature Photography, Kinne. Barnes and Noble, New York. $7.50.

The Sound and the Sea, C. J. Flora. Pioneer Printing, Bellingham, Washington.

No Room in the Ark, A. M. Moorehead. Harper and Row, New York. $6.95.

Fundamentals of Ecology, E. P. and H. T. Odum. W. B. Saunders Co., Philadelphia. $8.50.

Eggs--and What Happens Inside Them, M. Cosgrove. Dodd, Mead and Co., New York. $2.99.

This Is a Flower, R. E. Hutchins. Dodd, Mead and Co., New York. $3.46.

This Is a Leaf, R. E. Hutchins, Dodd, Mead and Co., New York. $3.46.

This Is a Tree, R. E. Hutchins. Dodd, Mead and Co., New York. $3.45.

This Is the Desert, P. H. Ault. Dodd, Mead and Co., New York. $4.00.

One Thousand and One Answers to Questions About Trees, R. Platt. Grosset and Dunlap, New York. $1.95.

One Thousand and One Answers to Questions About Earth Science, R. M. Pearl. Grosset and Dunlap, New York. $2.95.

Caves of Mystery, J. S. Douglas. Dodd, Mead and Co., New York. $3.50.

Wonders of Sand, C. McFall. Dodd, Mead, and Co., New York. $2.99.

Wonders of Snow and Ice, C. McFall. Dodd, Mead and Co., New York. $2.99.

Deep in Caves and Caverns, L. and G. Poole. Dodd, Mead and Co., New York. $3.50.

When the Ice Came, D. O. Woodbury. Dodd, Mead and Co., New York. $3.50.

One Thousand and One Answers to Questions About Insects, A. B. and E. B. Klotts. Grosset and Dunlap, New York. $2.45.

Wonders of the Spider World, S. A. Lavine. Dodd, Mead and Co., New York. $2.99.

Wonders of the Butterfly World, H. Simon. Dodd, Mead and Co., New York. $2.99.

Wonders of the Seashore, J. Berrill. Dodd, Mead and Co., New York. $2.99.

Grassroot Jungles, E. W. Teale. Dodd, Mead and Co., New York. $6.50.

The Strange Lives of Familiar Insects, E. W. Teale. Dodd, Mead and Co., New York. $4.50.

Killer Whale, J. Cook and W. L. Wisner. Dodd, Mead and Co., New York. $2.99.

The Phantom World of the Octopus and the Squid, J. Cook and W. L. Wisner, Dodd, Mead and Co., New York. $2.99.

Monsters of the Deep, T. Helm. Dodd, Mead and Co., New York. $4.50.

Shark! Unpredictable Killer of the Sea, T. Helm. Dodd, Mead and Co., New York. $4.50.

Weather or Not, F. W. Van Straten. Dodd, Mead and Co., New York. $5.00.

Autumn Across America, E. W. Teale. Dodd, Mead and Co., New York. $6.95.

Wandering Through Winter, E. W. Teale. Dodd, Mead and Co., New York. $6.95.

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North with The Spring, E. W. Teale. Dodd, Mead and Co., New York. $6.95.

Southwest Desert Wonderland, N. H. Wakeman. Dodd, Mead and Co., New York. $2.99.

The Strange World of Animal Senses, M. Cosgrove. Dodd, Mead and Co., New York. $2.99.

The Mountains of California, John Muir. Doubleday-Anchor, New York. $1.95 (paper).

A Wilderness Bill of Rights, W. O. Douglas. Little, Brown, New York. $5.95.

The Hiking-Climbing Handbook, C. Casewit. Hawthorn Books, New York. $4.95.

The World of the Bison, E. Park. J. B. Lippincott Co., Philadelphia. $5.95.

The World of the American Elk, J. Van Wormer. J. B. Lippincott Co., Philadelphia. $5.95.

Old Bill, The Whooping Crane, J. W. Lippincott. J. B. Lippincott Co., Philadelphia. $3.50.

Beyond the Aspen Grove, Z. Winger. Random House, New York. $8.95.

Owl, W. Service. Alfred A. Knopf, Inc., New York. $4.00.

The World's A Zoo, Perry. Dodd, Mead and Co., New York. $6.95.

The Frog Book, M. C. Dickerson. Dover Press, New York. $4.00.

Wild Traveler: The Story of a Coyote, A. L. Hopf. W. W. Norton Co., New York. $3.93.

The Buffalo, Haines. T. Y. Crowell Co., New York. $7.95.

Fish Hawk, J. Kaufman. William Morrow and Co., New York. $3.14.

Black Jack, Last of the Big Alligators, R. M. McClung. William Morrow and Co., New York. $3.14.

Vulcan, The Story of a Bald Eagle, R. M. McClung.

Nature Sleuths, Protectors of Our Wildlife, J. J. McCoy. Lothrop (William Morrow and Co.), New York. $3.78.

Lost Wild America: The Story of Our Extinct and Vanishing Wildlife, R. M. McClung. William Morrow and Co., New York. $5.95.

Edge of April, A Biography of John Burroughs, H. H. Swift. William Morrow and Co., New York. $4.95.

From The Eagle's Wing, A Biography of John Muir, H. H. Swift. William Morrow and Co., New York. $4.95.

Strange Companions in Nature, O. L. Earle. William Morrow and Co., New York. $3.14.

A Place in the Sun: Ecology of the Living World, I. and L. Darling. William Morrow and Co., New York. $3.95.

Best Nature Writing of Joseph Wood Krutch, J. W. Krutch. William Morrow and Co., New York. $7.50.

Wonders of the Mosquito World, P. Ault. Dodd, Mead and Co., New York. $3.23.

Wonders of the World of Wolves, J. Berrill. Dodd, Mead and Co., New York. $3.23.

Wonders of the Fly World, S. A. Lavine. Dodd, Mead and Co., New York. $3.23.

Saving Our Wildlife, J. J. McCoy. Macmillan, New York. $4.95.

Biography of a Grizzly and Other Animal Stories, E. T. Seton. Rand-McNally and Co., Chicago, Illinois. $3.95.

How to Attract, House, and Feed Birds, Shultz. Bruce Publishing Co., New York. $7.95.

Pictorial Guide to the Birds of North America, Rue. T. Y Crowell Co., New York. $12.50.

Alive in the Wild, V. H. Cahalane and C. C. Johnson. Prentice-Hall, New York. $6.95.

Since Silent Spring, Graham. Houghton-Mifflin Co., New York. $4.64.

Animals in Migration, Orr. Macmillan, New York. $12.50.

Ernest Thomspon Seton's America, E. T. Seton (F. Wiley, ed.). Devin-Adair Co., New York. $6.00.

Moment in the Sun, R. and L. T. Rienow. Dial Press, New York. $6.00.

Pictorial Guide to the Mammals of North America, L. L. Rue. T. Y. Crowell Co., New York. $7.95.

Camouflage in Nature, E. S. Ross. Children's Press, Chicago, Illinois. $4.50.

South of Yosemite: Selected Writings of John Muir, J. Muir (F. R. Gunsky, ed.). Natural History Press, Garden City, New York. $7.50.

Trees, Feininger. Viking Press, New York. $22.50.

Where They Go in Winter, M. W. Buck. Abingdon Press, Nashville, Tennessee. $3.50.

Understanding Ecology, E. T. Billington. Warne, Frederick and Co., New York. $3.95.

The Wonderful World of Nature, F. A. Roedelberger (M. Phillips, ed.). Viking Press, New York. $7.50.

Nature's Ways, H. Wouk. Doubleday and Co., New York. $3.50.

Wild Sanctuaries: Our National Wildlife Refuges, a Heritage Restored, R. Murphy.

Two in the Bush, G. Durrell. Viking Press, New York. $4.95.

Animals of the Night, T. Palazzo. Lion Press, New York. $3.93.

The Curious Raccoons, L. Hess. Charles Scribner's Sons, New York. $3.31.

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"Beaver Valley," Walt Disney Productions.

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